

SEN Information Report 2023/2024

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEN Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Palace Fields Primary School
School website address:	www.palacefieldsprimary.org.uk
Type of school:	Primary
Description of school:	Palace Fields Primary School is an inclusive, mainstream primary school offering places for children between the ages of 3 and 11. The school is an academy operating within The Heath Multi Academy Trust.
Does our school have resource base? Yes or No If Yes please provide a brief description.	Yes The school currently has a 10 place Resource Base for children with Complex Cognition and Learning needs. Children are allocated places by the Local Authority.
Number on roll:	166
% of children at the school with SEND:	43/166 (26%)
Date of last Ofsted:	2 nd – 3 rd April 2019 (Good)

Awards that the school holds:	School Games – Gold Award Science Quality Mark (Bronze) Artsmark Silver Award Antibullying Alliance Bronze Award																																
Accessibility information about the school: Please insert a link to your school's Accessibility Strategy.	Wheelchair access, disabled toilet, shower facilities. http://www.palacefieldsprimary.org.uk/serve_file/232926																																
Expertise and training of school based staff about SEN. (CPD details)	<p>We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:</p> <table border="1" data-bbox="440 792 1342 2047"> <thead> <tr> <th data-bbox="440 792 715 831">Initials of person</th> <th data-bbox="715 792 1043 831">Area of expertise</th> <th data-bbox="1043 792 1342 831">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 831 715 1070">GH – Head of School</td> <td data-bbox="715 831 1043 1070"> <ul style="list-style-type: none"> • Speech and Language Therapy Degree • NASENCo award • Mental Health First Aider </td> <td data-bbox="1043 831 1342 1070">BSc (Hons) Level 7</td> </tr> <tr> <td data-bbox="440 1070 715 1189">CK – SENDCo/Resource Base Teacher</td> <td data-bbox="715 1070 1043 1189"> <ul style="list-style-type: none"> • ELKLAN • NPQH </td> <td data-bbox="1043 1070 1342 1189"></td> </tr> <tr> <td data-bbox="440 1189 715 1272">LS (HLTA)</td> <td data-bbox="715 1189 1043 1272">Read, Write, Inc. Tutoring</td> <td data-bbox="1043 1189 1342 1272"></td> </tr> <tr> <td data-bbox="440 1272 715 1355">All TA's</td> <td data-bbox="715 1272 1043 1355">Read, Write, Inc. training</td> <td data-bbox="1043 1272 1342 1355"></td> </tr> <tr> <td data-bbox="440 1355 715 1438">LS (HLTA), JC</td> <td data-bbox="715 1355 1043 1438">Reading – Reading Recovery</td> <td data-bbox="1043 1355 1342 1438"></td> </tr> <tr> <td data-bbox="440 1438 715 1520">LS (HLTA), JC</td> <td data-bbox="715 1438 1043 1520">Reading - Inference Training</td> <td data-bbox="1043 1438 1342 1520"></td> </tr> <tr> <td data-bbox="440 1520 715 1783">JB</td> <td data-bbox="715 1520 1043 1783">Speaking and Listening – Elklan Ascentis (AptEd) communication support for verbal pupils with ASD. From Theory into Practice.</td> <td data-bbox="1043 1520 1342 1783">Level 2 Award</td> </tr> <tr> <td data-bbox="440 1783 715 1937">JB</td> <td data-bbox="715 1783 1043 1937">Maths Intervention, including First Class @ Number and Success @ Arithmetic</td> <td data-bbox="1043 1783 1342 1937"></td> </tr> <tr> <td data-bbox="440 1937 715 2047">VMc</td> <td data-bbox="715 1937 1043 2047">Bereavement awareness for schools and the community</td> <td data-bbox="1043 1937 1342 2047"></td> </tr> </tbody> </table>			Initials of person	Area of expertise	Level	GH – Head of School	<ul style="list-style-type: none"> • Speech and Language Therapy Degree • NASENCo award • Mental Health First Aider 	BSc (Hons) Level 7	CK – SENDCo/Resource Base Teacher	<ul style="list-style-type: none"> • ELKLAN • NPQH 		LS (HLTA)	Read, Write, Inc. Tutoring		All TA's	Read, Write, Inc. training		LS (HLTA), JC	Reading – Reading Recovery		LS (HLTA), JC	Reading - Inference Training		JB	Speaking and Listening – Elklan Ascentis (AptEd) communication support for verbal pupils with ASD. From Theory into Practice.	Level 2 Award	JB	Maths Intervention, including First Class @ Number and Success @ Arithmetic		VMc	Bereavement awareness for schools and the community	
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	VMc, GH, LC, KE	Diabetes in schools		
	LC, GH, LD, JLM	PEG training		
	GH, LS, LD, JLM	Epilepsy awareness		
	VMc, GH, JC	Thrive		
	KE	Jigsaw PSHE		
	<p>Staff are trained in Quality First Teaching strategies to support children with specific learning difficulties, writing person centred SEN support plans in line with changes to the SEN Code of Practice. Support plans are supported by provision maps to oversee all interventions and track progress. These are updated termly unless required sooner.</p> <p>Palace Fields is committed to raising staff expertise in the area of SEN and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.</p>			
Documentation available:	Are the following documents available on the schools website?		SEN policy	yes
	<p>If yes please insert the link to the documents page.</p> <p>http://www.palacefieldsprimary.org.uk/page/school-policies-/36327</p> <p>http://www.palacefieldsprimary.org.uk/page/pupil-premium/36359</p>		Safeguarding Policy	yes
			Behaviour Policy	yes
			Equality & Diversity	Yes
			Pupil Premium Information	yes
			Complaints procedure	yes
Range of Provision and inclusion information:				
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.		<p>At Palace Fields Primary, we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special educational need in their early years setting, then the class teacher and SENDCO will use this information to inform planning and support (See SEN Policy, 2023)</p> <p>Children may be identified by the following:</p> <ul style="list-style-type: none"> • A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention. • Concerns raised by a teacher and shared with the SENDCO • Consultation between class teachers and the leadership team during pupil progress meeting 		

	<ul style="list-style-type: none"> • Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service. • Parental requests for further assessment and investigation which leads to class teachers and the SENDCO identifying a SEN.
<p>What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>A full list of our external partners who we work with can be found in our contribution to the Local Offer. https://localoffer.haltonchildrenstrust.co.uk/</p> <p>Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.</p> <p>Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.</p> <p>Our approach involves: providing additional visits for children entering school to Nursery/Reception, planned transition visits and home visits for children new to the school. For children moving to secondary, we support by liaising with their new tutors and passing on all information both academic and pastoral. Children have the opportunity for extra transition days.</p> <p>Palace Fields Primary School is part of The Heath Multi Academy Trust and has close links with schools within the academy chain.</p> <p>We closely monitor children’s destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p> <p>Palace Fields Primary works closely with outside agencies and the Local Authority to ensure a coordinated approach in supporting children at the school. We aim to refer a child to services early.</p> <p>We work closely with health and education services including: Education and Child Psychology Service, Local Authority Specialist Teachers, Chatterbugs Speech and Language Therapy Service, Woodview Child Development Centre, Paediatrics, Occupational Therapy and Physiotherapy Service, Attendance and Service, IWST and Social Care to ensure a coordinated</p>

	<p>and multi-agency approach to supporting children with SEN and additional needs.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>The school has an Accessibility Plan that details how we aim to make our building more accessible for children and visitors with physical disabilities. The school is on one floor, with ramp access to the EYFS department. Both playgrounds are split across two levels, though ramp access ensures both levels are accessible. There is wheelchair access to the main building, a disabled toilet and shower facilities. The school signs within the building are also in braille.</p> <p>The school uses a range of approaches to ensure that all children can access the curriculum. Including, but not limited to:</p> <ul style="list-style-type: none"> • specialist equipment • individual workspaces • access to ICT resources e.g. IPAD • prompt and reminder cards for organisation • symbols and visual prompts
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<p>All children in Nursery and Reception are assessed on entry using the WellComm Screening Toolkit. This enables us to assess where children have gaps in their speech and language skills. This screening also helps to inform any referrals to the speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching and for individual and small group support. In addition to this, we provide small group Talk Time to help develop social skills and support children to develop their communication skills with their peers.</p> <p>Children who have been assessed by the speech and language therapy service receive a care plan from Chatterbug which is shared with school and activities are incorporated into their daily routine with the opportunity for 1:1 intervention to ensure the care plan is conducted in school.</p> <p>Children with Autism Spectrum Disorder or social communication difficulties may receive a tailored curriculum delivered in class.</p> <p>Children with ADHD may have personalised behaviour plans drawn up in line with the whole school behaviour policy in order to meet their individual needs.</p>

<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Palace Fields Primary School operates a whole school approach to developing early reading skills. We follow the Read, Write, Inc approach for phonics and intervention throughout the school. Alongside this, we use precision teaching to support reading development.</p> <p>For writing we follow Ready, Steady, Write which exposes children to a variety of high quality texts to develop all aspects of their writing. Children are taught in year group classes and the work set is tailored to the next steps of the group ensuring rapid progress.</p> <p>Palace Fields Primary also provides additional reading opportunities – with all children in EYFS/KS1 being heard read every day and KS2 children being heard at least once per week however they have the opportunity to read to their peers daily.</p> <p>Palace Fields Primary delivers evidence-based intervention programmes aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents. At times, interventions will be delivered by the class teacher to ensure that the children are receiving the highest quality intervention. Examples include Fresh Start, SAFMEDS precision teaching, Fast track tutoring and Launch the Lifeboat.</p>
<p>Strategies to support the development of numeracy.</p>	<p>In mathematics, the school is following White Rose. Children are taught in year group classes and teaching is targeted to meet the children’s next steps.</p> <p>All classes follow the concrete-visual-abstract approach to teaching, using resources such as Numicon to support children with SEN.</p> <p>Again, Palace Fields Primary delivers evidence-based mathematics intervention programmes aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents.</p> <p>Some support staff are trained in First Class @ Number and Success @ Arithmetic interventions for children in Key stages 1 and 2.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and</p>	<p>Underpinning ALL our provision in school is the graduated approach cycle of: Assess:</p>

<p>facilitate access.</p>	<p>This initial assessment described above will inform any SEN plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a half termly basis. In addition to this, children with SEN may receive additional assessments around their area of need formally twice a year and informally during intervention sessions on a more regular basis.</p> <p>Plan: When a child is placed on the SEN register, an SEN support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school is created. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision. This plan will be person centred and it is our expectation that it will be written by the class teacher together with parents and carers and the child. The SENDCO may also be involved in this process. In addition to this, teacher planning will also detail adjustments to teaching and learning that is tailored and differentiated to meet the needs of every pupil.</p> <p>Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child, including those with SEN. As part of their SEN provision it may be that a child needs to receive additional support or intervention which is not normally afforded to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided to the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children. Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently. All of this advice will also be detailed on their support plan.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils</p>	<p>Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes. Person</p>

<p>and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>centred planning approaches are central to the school's ethos for supporting children with SEN to achieve success.</p> <p>Involving parents and learners in the dialogue is central to our approach and we do this through regular reviews such as termly SEN support plan reviews and annual educational health and care plan reviews (as appropriate). The SENDCo also attends Parents' evenings with the chance for drop-in appointments as well as being readily available throughout the year for parents/carers to raise any concerns.</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. The progress of all vulnerable groups will be discussed at half termly pupil progress meetings with the Head of School. The impact of interventions is monitored by the SENDCO and actions taken as required to ensure continued progress. The Governors also receive regular reports through the SENDCo's Report to Governors.</p> <p>Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective. We use FFT to track all pupils within the school and B Squared is a platform to track smaller steps of progress for any child working below their current year group.</p>
<p>Strategies/support to develop independent learning.</p>	<p>All children at Palace Fields are being taught how to become independent learners. For children with SEN this is further supported through strategies such as:-</p> <ul style="list-style-type: none"> • individual timetables and checklists • "chunking" of activities • individual success criteria • visual prompts • pastoral support plan targets
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>Palace Fields Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff.</p>

	<p>We take every opportunity to include pupils socially during break and lunch and have a number of activities running in the playground to ensure that all ages can mix and socialise during their break.</p> <p>All children in school have access to a PSHCE curriculum to support their personal, social and emotional wellbeing as well as PATHS from Barnados to support developing successful relationships and dealing with conflict.</p> <p>For children who require additional support during unstructured times, pastoral support plans are put in place and the Thrive approach is used. The Thrive room is open and nurture groups are held at all unstructured times. We also offer the opportunity to join a range of lunchtime clubs to build social opportunities.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Children have access to a range of after-school clubs each half-term. These include music and sports clubs. Clubs are open to all children.</p> <p>Palace Fields Primary School also operates a free daily breakfast club from 8:15 whereby there are a range of breakfast options for pupils.</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?</p>	<p>We aim for all children to be included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations have been made and ensure that trips are successful.</p> <p>A risk assessment is carried out before hand to ensure that everyone's health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area, will be provided in school. Alongside this, as aforementioned, extra-curricular club are accessible to all children and promote the integration of children alongside their peers.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Palace Fields Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We believe that all behaviour is a form of communication and have a positive approach to behaviour management. We have a clear Behaviour Policy that is followed by</p>

	<p>children and staff.</p> <p>In addition to this a range of strategies are used as and when appropriate including:</p> <ul style="list-style-type: none"> • Home school communication book • Pastoral support plans • Named key workers • Nurture groups <p>The school has invested in the Thrive Approach, which supports the view that behaviour is communication and that all children need to feel valued, involved and appreciated. Using Thrive online will allow us to track improvements in social and emotional development and provide suitable intervention for them. This will be included in the child's SEN support plan and shared with parents.</p> <p>The school has also invested in a PSHE scheme called Jigsaw which support children's emotional development and understanding of the wider world as well as PATHS from Barnados supporting children building successful relationships and resolving conflict.</p> <p>Throughout last academic year, Palace Fields Primary School worked hard to achieve the Bronze antibullying award from the antibullying alliance.</p> <p>The school will also refer a child to Barnardos and CAMHS if it is necessary to meet the needs of a child with social, emotional and mental health needs.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. When required for certain children, the SENDCO and teacher may create an individual behaviour plan that relates to the school policy however allows time for the child to regulate their emotions. These are discussed with the parents/carers as well as the child.</p> <p>The Thrive approach throughout the school is also used to support behaviour management ensuring there is consistent language use by all staff members. The assessments are completed half termly and support children in three waves of intervention ensuring that they have every opportunity to be successful.</p>

	<p>Should behaviour concerns continue, we are quick to meet with parents/carers to find a joint way forward in order to make the children’s time at Palace Fields a success and ensure they are ready for the next stage of their education.</p>									
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>For children entering Reception class or Nursery, we carry out transition and home visits.</p> <p>For children moving to secondary we support children by working closely with transition co-ordinators to ensure a smooth move. Where necessary we will access support to provide additional transition support for vulnerable children.</p> <p>We closely monitor children’s destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p>									
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child.</p> <p>Palace Fields Primary aims to refer a child early to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made.</p> <p>For children with medical needs, close liaison with medical staff takes place as required. Staff training takes place for managing any particular needs as required.</p>									
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p> <table border="1" data-bbox="657 1653 1393 2047"> <thead> <tr> <th>Action/Event</th> <th>Who’s involved</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>SEN support plan review</td> <td>Parents and carers of children who are SEN support, class teacher, SENDCO may be involved</td> <td>Six times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion</td> </tr> <tr> <td>Educational Health Care Plan review</td> <td>Parents and carers of children who are in receipt of an Educational Health Care Plan</td> <td>Once a year</td> </tr> </tbody> </table>	Action/Event	Who’s involved	Frequency	SEN support plan review	Parents and carers of children who are SEN support, class teacher, SENDCO may be involved	Six times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion	Educational Health Care Plan review	Parents and carers of children who are in receipt of an Educational Health Care Plan	Once a year
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How additional funding for SEN	For children with allocated additional funding,																

<p>is used within the school with individual pupils.</p>	<p>equipment purchases are made, and Teaching Assistants are deployed to support them in line with the Local Authority allocated support hours. These teaching assistants will then be allocated to provide 1:1 and/or small group teaching support for children with SEN dependent on need.</p>		
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.</p>	<p>When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker, termly. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at half termly pupil progress meetings with the Head of School.</p>		
<p>SENDCO name/contact</p>	<p>Mrs Carolyn Knowles cknowles@pfp.theheathfamily.org.uk</p>		
<p>Head of School name/contact</p>	<p>Miss Genna Hitchin ghitchin@pfp.theheathfamily.org.uk</p>		
<p>Executive Principal's name/contact</p>	<p>Mr Paul Holloway pholloway@pfp.theheathfamily.org.uk</p>		
<p>Completed by:</p>	<p>Genna Hitchin</p>	<p>Date: 1st September 2023</p>	

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.